

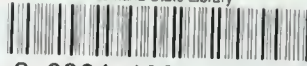
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# Montana Women and Men in Nontraditional Jobs: *A Resource Directory*



**The Office of Commissioner of Higher Education  
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**MONTANA WOMEN AND MEN  
IN NON-TRADITIONAL JOBS:  
A RESOURCE DIRECTORY**

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Sponsored by:

The Human Resource Development Office, Cindy Stergar,  
Commissioner of Higher Education Office, Helena, Montana

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## **ACKNOWLEDGEMENTS**

Montana Women and Men in Non-Traditional Jobs:

This Resource Directory is a resource for vocational educators, guidance career counselors, vocational-technical educators and community advisory committees who develop programs for their schools and communities.

The developers are grateful to the industries and businesses, private and public schools, professional organizations, labor unions, community groups, and individuals whose interest and support was so vital to completing this project.

The following sections were excerpted from the previous edition of this publication: How to Use the Directory; Strategies for Using the Directory; Recruitment Strategies; Evaluating Occupations; Questions to Ask a Non-Traditional Worker and Resource Materials.

Photographs by J'Nelle Cahoon

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## **INTRODUCTION**

Montana Women and Men in Non-Traditional Jobs is designed to be used by career counselors, Expanding Your Horizons coordinators, Vocational-Technical Educators and displaced homemakers centers throughout the state of Montana. The women and men listed have agreed to be resource persons for schools and community groups and may be contacted for more information about their job duties, necessary training, and the problems and rewards of their occupation. They can also provide encouragement and emotional support to those students who choose a non-traditional career.

This is a resource that is continually growing and changing as people enter and reenter new careers. We invite you to continue the development of this directory in your local communities.

## HOW TO USE THE DIRECTORY

The entries are grouped into the following occupational clusters related to vocational education: Agriculture-Business, Business & Industry, Construction, Land Management, Skilled Trades, Technical, Transportation, Health Care, Human Services, Office/Clerical, and Public Service.

Persons listed are grouped according to occupation. There is a section of **Women in Non-traditional Jobs** and a section of **Men in Non-traditional Jobs**.

Individuals should be contacted well in advance if you want them to participate in a school or community activity. Preferably, contact the person by mail so the request may be presented to a supervisor for approval. If the name of the supervisor can be obtained, it would be good protocol to direct the request to the supervisor asking for release time for the employee to participate in your activity. Be specific about dates, times, place, style of dress and topic of presentation.

In addition to the list of workers the resource directory has other features which will be useful: photographs of workers on the job; strategies for using the directory; a questionnaire for student interviews and occupation evaluations; an index of cities with page numbers where workers from those cities are cited; a list of audiovisual and printed resource materials available on loan from the Office of Public Instruction.

If you know of someone who should be included in the directory please call the Human Resource Development Office, Commissioner of Higher Education Office, Helena, Montana 59620, 444-6570.



## Strategies for Using Directory

The following suggests how counselors and educators can incorporate the resource directory career counseling activities and the education system.

1. Invite a non-traditional worker to speak at programs or in classes, or have the class visit the worker at her or his job:
  - a. to expand young people's knowledge about the variety of career alternatives open to females and males;
  - b. to show how a subject is useful in certain careers; (For example, a female tool and die maker could describe how mathematics is useful in her career.)
  - c. to demonstrate that non-traditional workers can maintain their femininity or masculinity and still manage other aspects of their lives; (For example, a male nurse could not only talk about his experiences in a traditionally female occupation, but also about his role at home as a husband and father.)
  - d. if peers harass a young person pursuing a non-traditional career. (For example, a male secretary could visit a business education class and talk about his experiences as a non-traditional worker.)
2. Invite non-traditional workers to special career sessions organized to support and retain persons training for non-traditional employment. Non-traditional employees can discuss harassment of the job, difficulties and rewards, peer pressure and support, and training needed.
3. Allow one, two or three young people to interview a worker on the job. Have them report back in oral, written or tape form to share information with others.
4. If a non-traditional employee and her or his supervisor permit, have one person visit employee for a day or half-day. (For example, a young woman considering forestry occupations can visit a female forester for a day.)
5. Create a career day made up of mini-courses and invite non-traditional employees to explain their jobs.
6. Include non-traditional workers in career day or career night activities for students, potential students and parents.
7. In addition to having young people read books on how to be trained and look for a job, invite a non-traditional worker to discuss her or his experiences in job training and job seeking.
8. Sponsor a one-day non-traditional career workshop and invite young people and the community. Include a panel of non-traditional workers and employer representatives who will assure participants of equal employment opportunities. Audiovisual programs, displays, and hands-on experiences can also be incorporated into the workshop.
9. In assembly programs which inform participants of career alternatives, include presentations by non-traditional workers.
10. Produce a video tape program of local non-traditional workers and include interviews with persons training for non-traditional employment. Show the tape at various community events throughout the year.
11. Invite non-traditional workers to attend a special meeting to discuss recruiting publicity techniques. For example, a female carpenter can offer ideas on how to portray construction occupations in a manner that encourages females to consider the field.
12. Write feature stories about non-traditional workers and trainees for newspapers and newsletters.



13. Invite non-traditional workers to meetings of youth or community organizations, such as Future Homemakers of America, Future Farmers of America, the Vocational Industrial Clubs of America, Education Association, and Distributive Education Clubs of America.
14. Invite non-traditional workers to staff inservice training programs to discuss issues of equal career education and employment.
15. Following a panel session where non-traditional workers are introduced, have the audience go individually from room to room to question a non-traditional worker about her or his job. The rotation can be informal or within specific time slots.
16. Incorporate non-traditional workers as program advisory committee members.
17. When producing radio and television advertisements and public service announcements about training opportunities, include non-traditional workers.
18. Hold open forums on sex-role stereotyping in career choices. Invite non-traditional workers, community leaders and local employers to speak at forums.
19. Invite non-traditional workers to advisory committees to present programs on new trends in employment.

### **Recruitment Strategies**

A complaint expressed by vocational instructors is that they could place non-traditional completers, but do not have many non-traditional students who enter their program. A study of vocational education for the American Institutes for Research (Harrison, 1980) revealed that in schools where efforts were being taken to make students aware of non-traditional course options, there were significantly greater numbers of non-traditional students. Recruitment efforts can make a difference!

Possible recruitment strategies that draw upon the community resource of non-traditional workers include the following:

1. Hold a special open house where programs have activities so that potential students can gain understandings of aptitudes and skills needed. To increase interest in a program, activities should include direct hands-on experience. When non-traditional workers are a part of the activities, potential non-traditional students can clearly see the benefits of the training for them. Advertisements of the open house should encourage potential non-traditional students to attend.
2. Assist personnel of feeder schools to arrange experiences where students interested in your school's non-traditional offerings can obtain a clearer concept of this choice. Possible experiences include on-the-site work visits or an after-school session where potential students have contact with the non-traditional worker. Arrangements can be made for one student or for a group of students from several schools who are interested in the same non-traditional offering.
3. A postsecondary center can sponsor a one-day non-traditional career fair. Included can be a panel of non-traditional role models and a panel of employer representatives who assure participants that there are opportunities available.
4. In assembly programs or postsecondary days at feeder schools, emphasize your school's non-traditional opportunities. In some cases, non-traditional workers or students can be part of the program. When this is unrealistic, taped interviews and/or slides of local non-traditional workers or past non-traditional completers at their work sites can be incorporated.

"Strategies for Using directory" incorporates ideas presented by Kansas State University, Adult and Occupational Education Department, Manhattan, Kansas, in a publication entitled *Strategies Handbook for Use with the Kansas Directory of Non-traditional Workers*.

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Coordinator, Consumer Educational  
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Assistant Attorney General  
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State of Montana  
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Dept. of Administration  
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## PUBLIC SERVICES (CONT.)

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County Commissioner  
Commissioners' Office  
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442-4821

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President  
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761-5753

Ginger Zanto  
Director of Transportation  
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265-9032 (w)

Colleen Smith  
Co-Owner/Driver  
Bob Smith Trucking  
Livestock and Grain Transport  
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# **Men in Non-traditional Occupations**



## **HEALTH CARE**

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587-1721 (w)

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Pre-school and Primary School  
Teacher  
The Learning Circle  
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587-2672 (w)  
587-0194 (h)

## Evaluating Occupations: Person-to-Person

Name of person being interviewed \_\_\_\_\_

Occupation \_\_\_\_\_

### Job Activities

What activities require most of your time?

What projects or activities are you working on currently?

Are most of your co-workers male? female? about equally male and female?

What are the average earnings of persons holding jobs like yours?

What do you enjoy most about your occupation?

What do you enjoy least about your occupation?

## **Occupational Decisions**

How did you make your decision to pursue your current occupation?

What other occupations did you consider before choosing this one? Why?

What job related things do you expect to be doing in the future?

If you were starting over, would you make the same occupational decisions?

## **Occupational Problems**

What are the primary problems that you face in your job?

What things have you found most helpful in meeting these problems?

## **Occupational Future**

What future developments do you see for persons who are in your occupation? Will jobs be available?

What advice would you give someone like me who may be interested in the occupation?

Would you give me the same advice if I were a member of the other sex?

## Questions to Ask a Non-traditional Worker

1. What problems have you encountered in your job as a result of your sex?
2. Have there been any conflicts in your personal life as a result of your non-traditional career field?
3. What barriers did you encounter in job seeking?
4. What inspired you to choose a non-traditional field of employment?
5. Did you foresee any problems in your non-traditional job when plans were being made?
6. Have co-workers treated you differently as a result of your involvement in a non-traditional career?
7. Did you face any barriers in job training for a non-traditional job?
8. What high school courses helped you in your present career field?
9. Were you encouraged or discouraged by high school counselors to proceed with plans for a non-traditional job?



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## Non-traditional Resource Directory Employee Information Sheet

Am I a non-traditional worker?

Do I know non-traditional workers?

- ☐ I would like to be included in next year's supplement to the directory of non-traditional workers.
- ☐ I would like to nominate the persons listed on the next page for inclusion. (They will be contacted by the Office of Public Instruction for written permission.)
- ☐ I understand that any participation in any activity will be cleared with me in advance. I understand also that I am under no obligation to accept requests for my participation, but I will make good faith efforts.
- ☐ I would like to be listed as a non-traditional worker, but I will be unable to be a resource for school programs.

Please print your name, address and title the way you wish them to be listed.

Name: \_\_\_\_\_ ☐ male ☐ female

Address: \_\_\_\_\_  
                    Street or Box                      City                      Zip

Occupation: \_\_\_\_\_

Employer: \_\_\_\_\_

Phone: Work \_\_\_\_\_ Home (optional) \_\_\_\_\_

\_\_\_\_\_  
Signature

Please return to:

Non-traditional Resource Directory Project  
Vocational Education Services  
Office of Public Instruction  
State Capitol  
Helena, MT 59620

Please complete next page

I would be willing to:

- ☐ Talk to groups – may include students, parents, community groups and teachers.
- ☐ Talk to individuals.
- ☐ Work-site visitation – may include having individuals or groups visit my work.
- ☐ Career Day activities may include state, regional or school district.
- ☐ Serve on vocational advisory committee.
- ☐ Other (Specify) \_\_\_\_\_
- ☐ None of the above.

I would like to nominate:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Occupation: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Occupation: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Occupation: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Occupation: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_

Use additional pages, as necessary.



## **RESOURCE MATERIAL**

Resources can be obtained through:

Office of Public Instruction:  
Helena, Montana 59620  
444-3082

Up dated yearly:  
Title IX Bibliography

Audiovisual list with an annotated Bibliography





